DOCUMENT RESUME

ED 160 562 SP 013 077

TITLE T.A.P.--Teacher Appraisal Process.
INSTITUTION District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
PUB DATE Sep 78
NOTE 46p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Achievement Rating; Class Management; Classroom Environment; *Classroom Observation Techniques; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Public Schools; Teacher Behavior; *Teacher Evaluation; *Vocational Aptitude

ABSTRACT

The methods and instruments used for the appraisal of teachers' performances in the classroom are outlined in this booklet. Four major considerations of this evaluation process are discussed in the introduction: (1) rationale for a process of appraisal; (2) definition of the appraisal process; (3) description of the appraisal process; and (4) utilization of outcomes of appraisal. Samples of forms used in the evaluation of teachers are included. The forms are organized in such a way that the observer/evaluator may consider the characteristics of the students and the physical facility, as well as the behavioral objectives of the teacher, the materials and resources used, and assessment procedures and instruments to be used. A glossary of terms is provided. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mildred Cooper
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED160562

T.A.P.

Teacher Appraisal Process

Public Schools of the District of Columbia

Vincent E. Reed
Superintendent of Schools

September 1978

SP013 077

I. RATIONALE FOR A PROCESS OF APPRAISAL

The focus of the appraisal process must be on the performance of the individual and not the individual per se. Data for the purpose of appraisal should be collected systematically and should be analyzed in terms of the conditions existent at that time. Since evidence gathered is primarily from visitations and observations, the emphasis in these situations should be upon the positive and constructive measures that will raise morale, that will stimulate the discovery of improved methods and procedures in teaching, and that will aid in dealing with the learning problems of students.

A. Appraisal should:

1. Be a continual and ongoing process
2. Be understood by the appraiser and appraisee at the beginning of the school year or initial assignment
3. Provide orientation through a preview of the appraisal instruments and procedures
4. Insure that the teacher is aware of the activities that overtly or covertly prescribe the development of girls and boys along traditional sex roles
5. Be realistic in terms of the school setting, the students, and the experience of the appraisee
6. Protect the appraisee and the school system in legal matters
7. Insure that the teacher is qualified to teach assigned students and is competent for that situation
8. Consider the progress of students as an indicator of instructional performance

B. Appraisal should measure teacher performance by:

1. Reviewing objectives set by the appraisee
2. Observing the quality of management and instructional performance
3. Identifying areas which need improvement
4. Determining the degree to which the objectives set by the appraisee have been achieved
5. Summarizing observations for the assessment period
6. Considering professional performance

C. Appraisal should motivate the individual to improve his/her performance by:

1. Encouraging self-evaluation

2. Encouraging cooperative planning and cooperative appraisal of ongoing activities

3. Reinforcing positive instructional behaviors

II. DEFINITION OF APPRAISAL PROCESS

Appraisal is a process of assessment that gives appropriate consideration to all elements that constitute the teaching-learning process. It should be flexible and nonthreatening, an objective assessment of instructional behavior and/or results within the framework established by mutually agreed upon objectives. These objectives should be consistent with the philosophy and instructional goals of the school system and the community it serves. The primary purpose of appraisal is to upgrade the teaching-learning process.

The appraisal process includes many activities by both the appraiser and appraisee, such as, engaging in observations, conferences, examination of records, direct testing, inquiries, surveys and counseling. Appraisal may consist of a series of activities extending over a period of time as a semester or a year.

III. DESCRIPTION OF APPRAISAL PROCESS

The appraisal process shall include the following sequential steps:

A. Staff Development should be provided prior to the implementation of the appraisal process and continue throughout the process as needed. It should result in an understanding of the appraisal process as outlined below.

B. The Appraisee's Proposal (Refer to Form A as guide) within thirty (30) days of the beginning of each semester or upon receipt of final class assignments, each appraisee will write a proposal for each class, grouping, or subject area. All additional sheets for additional classes or grouping should be attached to Form A. Form A should be submitted in triplicate.

Each proposal shall include the following: (Refer to Guide to Interpretation of Appraisee Form A in Appendix)

1. Description of Class and Physical Facility

2. Behavioral Objectives

3. Materials/Resources to be used (List of Materials for Instruction)

4. Assessment Procedures and Instruments to be used

C. The Appraisal Unit shall consist of the appraisee, the rating officer, and the instructional support person mutually agreed upon by the appraisee and the rating officer.

The sole responsibility for the end-of-semester rating shall rest with the rating officer. An administrative designee may be assigned to conduct formal observations and make recommendations. The rating officer is a member of the appraisal unit and may also make formal observations.

1. The appraisal unit shall include the following:

   a. Appraisee
   b. Rating Officer
   c. Instructional Support Person selected only from the list below:

      1) Departmental Chairperson
      2) Grade Level Chairperson
      3) Subject Matter Supervisor
      4) Elementary Supervisor
      5) Technical Advisor for Career Centers
      6) Peer Assistants
      7) Peer Teachers within Building

2. The Instructional Support Person selected shall remain constant throughout the school year, unless changed by mutual agreement.

3. The role of the Instructional Support Person is to help with instructional support as needed and/or requested by the appraisee and/or rating officer.

4. The Instructional Support Person must be employed by the D. C. Public School System and notified of his/her selection by the appraisee prior to the pre-appraisal conference.

5. The Instructional Support Person shall attach documentation to Form C if he/she certifies that he/she has provided assistance.

6. The Instructional Support Person referred to in this document is mutually agreed upon by the appraisee and the rating officer. During the pre-appraisal conference mutual agreement will be reached by the appraisee and the rating officer on one of the several persons named by the teacher from among the approved list (Description of the Appraisal Process, III, C-1).

If the parties are unable to reach mutual agreement on one person within five school days after the pre-appraisal conference, both the rating officer and the appraisee shall each select an Instructional Support Person from the approved list (C-1).

7. The selection of the Instructional Support Person in the validation process is mandatory, even though the service of the Instructional Support Person may not be needed as part of the appraisal process.

D. The Pre-Appraisal Conference

The pre-appraisal conference must be held. It may be conducted in small group sessions such as grade level, subject area, faculty meetings, etc.

1. The pre-appraisal conference should include:

   a. An understanding of the appraisal process
   b. A discussion of the appraisee's Form A
   c. Variables to be considered
   d. Mutual agreement of the appraisal unit and confirmation from the Instructional Support Person

2. The behavioral objectives stated on Form A must be consistent with the goals and objectives of the system, region, and building, and must meet the needs of the group for which they were written. Form A must be signed by the appraisee and by the rating officer.

3. One copy each of Form A will be given to the appraisee, the rating officer, and the Instructional Support Person.

4. To revise behavioral objectives (Form A), the rating officer and the appraisee must have a conference.

E. The Observation Process

1. Form B will be used in the formal observation process.

2. The rating officer and/or administrator designee will observe probationary and temporary TSA-15 personnel a minimum of twice a semester.

3. The rating officer and/or administrator designee will observe permanent TSA-15 personnel a minimum of once a semester.

4. The Instructional Support Person will observe temporary, probationary and permanent TSA-15 personnel as needed or requested by the appraisee and/or rating officer for instructional support purposes only.

5. If there is evidence of need for assistance in any area (Form B), instructional support shall be given.

6. If a formal observation indicates a weakness which might lead to a conditional or unsatisfactory end-of-semester rating, the rating officer and the Instructional Support Person must observe the appraisee as a team at least once. The appraisee unit shall meet, develop and follow through on a plan of assistance which will best meet the needs of the appraisee.

7. If there is evidence of a potentially conditional or unsatisfactory end-of-semester rating, the reason for the potentially unsatisfactory appraisal shall be clearly stated to the appraisee in writing at least thirty (30) days before the end of the semester.

F. The Observation Conference

Within four school days of the formal observation, the appraisee must receive from the rating officer and/or designee a copy of Form B. The appraisee or rating officer may request a conference upon the receipt of Form B.

G. Semester Appraisal Rating Form C With Conference

The Appraisal Form C is the official semester rating instrument. It is the recording of how well the objectives (Form A) have been attained, the numerical appraisal of the items on the observation guide (Form B) in the area of management and instructional performance, and an assessment of professional performance. A conference between the appraisee and the rating officer must be held prior to signing of Form C.

1. The following criteria shall be used as the basis for appraisal of all TSA-15 personnel:

   a. Objectives as agreed to on Form A

      1) Consideration will be given to the number of objectives achieved

      2) Consideration will be given to limiting factors and plans for revision

   b. Items from Observation Form B

      1) Management performance

         a) Ability to communicate with students

         b) Knowledge of and rapport with students and control of classroom

c) Display of a physical environment which facilitates positive learning

2) Instructional performance

a) Knowledge of subject matter

b) Knowledge of/and skillful use of materials and techniques in subject field

c) Evidence of lesson planning and preparation

c. Professional Performance

1) Performance of building responsibilities

a) Comes regularly and promptly to school and post of duty

b) Attends job-related meetings and activities

c) Performs committee responsibilities

d) Maintains accurate records of student progress and attendance

e) Takes care of school property

2) Demonstration of cooperative work toward educational objectives

a) Exchanges educational ideas and materials with staff

b) Works with others in instructional planning, teaching, and/or evaluation

c) Cooperates and/or participates in school activities

d) Involves parents and community in education

2. Provisions are made for comments by the appraisee and the rating officer on Form C.

3. In case of a conditional or unsatisfactory end-of-semester rating, the I.S.P. must sign Form C to certify that instructional support was given and documentation of support must be attached.

4. The ratings on Form C for each semester should be reflected in Form 524-A (Annual Performance Rating).

5. Form C is to be submitted in quadruplicate to the assistant superintendents, Regions, for review and signature. The assistant superintendent will review and sign the Form C's. The distribution shall be as follows:

   - two copies of each form will be returned to the principal

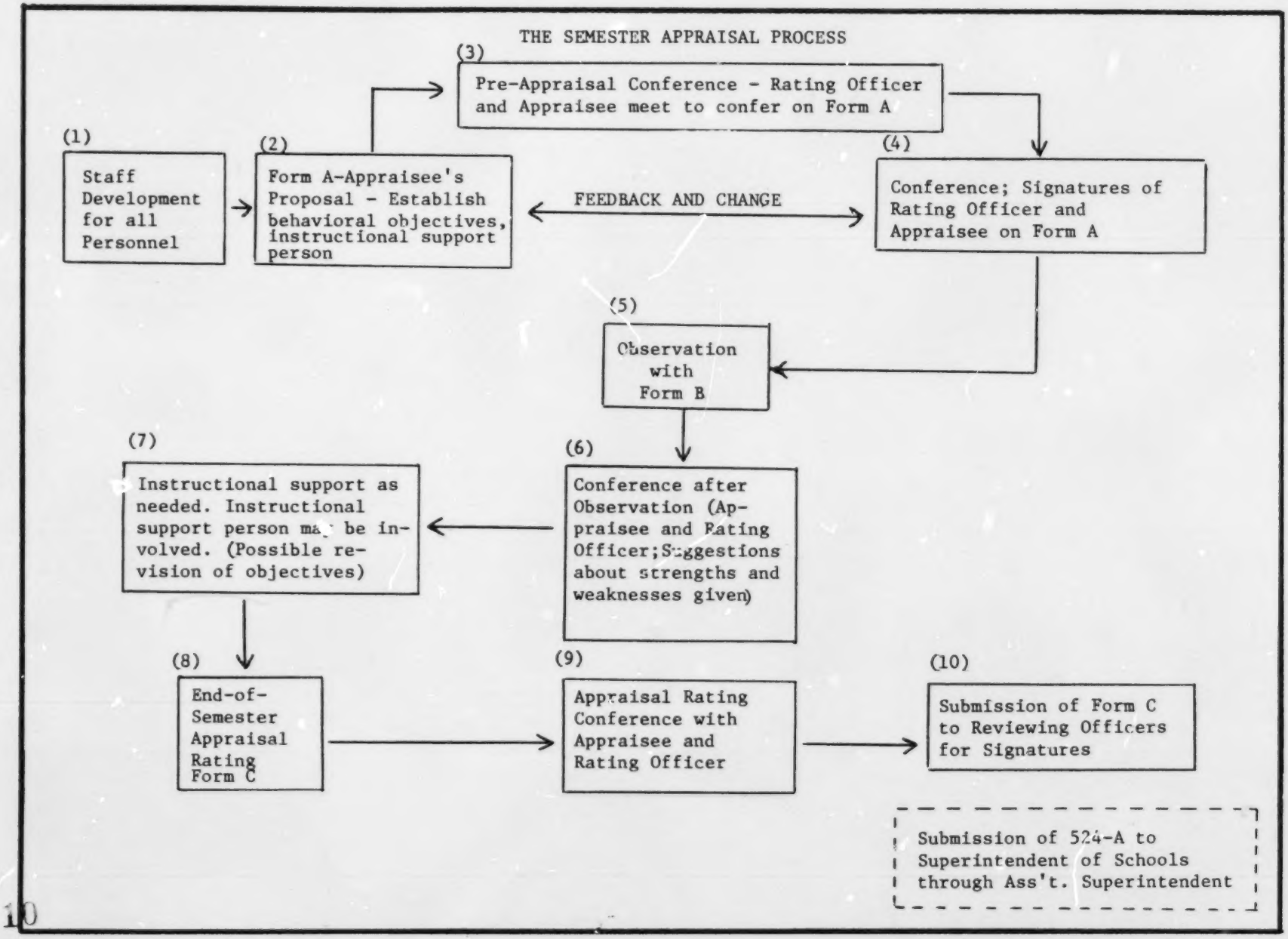
   - one copy will be kept in the regional office

   - one copy will be forwarded to the superintendent's office for placement in the official personnel file

6. Form C will bear the closing date of the current semester

H. Utilization of Outcomes of Appraisal

Teacher appraisal should provide a basis for planning, promoting, and organizing professional growth opportunities for staff members.


THE SEMESTER APPRAISAL PROCESS
(1)
Staff Development for all Personnel
(2)
Form A-Appraisee's Proposal - Establish behavioral objectives, instructional support person
(3)
Pre-Appraisal Conference - Rating Officer and Appraisee meet to confer on Form A
FEEDBACK AND CHANGE
(4)
Conference; Signatures of Rating Officer and Appraisee on Form A
(5)
Observation with Form B
(6)
Conference after Observation (Appraisee and Rating Officer; Suggestions about strengths and weaknesses given)
(7)
Instructional support as needed. Instructional support person may be involved. (Possible revision of objectives)
(8)
End-of-Semester Appraisal Rating Form C
(9)
Appraisal Rating Conference with Appraisee and Rating Officer
(10)
Submission of Form C to Reviewing Officers for Signatures
Submission of 524-A to Superintendent of Schools through Ass't. Superintendent

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

APPRAISEE PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

NAME: _____ STATUS: ☐ PERMANENT ☐ PROBATIONARY ☐ TEMPORARY

DATE: _____ SCHOOL: _____ SCHOOL YEAR: _____

POSITION: _____ SUBJECT/GRADE LEVEL: _____

I. Description of Class and Physical Facility	II. Behavioral Objective	III. Materials/Resources to be used (List of materials/ resources)	IV. Assessment procedures and instruments to be used

APPRAISAL UNIT: _____ _____ _____ _____

Appraisee | Rating Officer (Name) | Instructional Support Person(s) (Name) | Position

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ _____ CONFIRMED BY: _____ _____

Appraisee (Signature) | Date | Rating Officer (Signature) | Date

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

TEACHER OBSERVATION FORM B

(To be used for each formal observation and completed in duplicate)

Appraisee:_____ Time of Observation: From_____ To_____

School:_____ Subject:_____ Grade Level:_____

Observed by:_____ Date:_____

DIRECTIONS: Use Form B to observe and help the appraisee. The appraisee will receive a rating of 1 - 5 in each of the three categories under management performance and in each of the three categories in instructional performance. The suggested guidelines for each category are not meant to be used as a checklist but are to be used as an aid in the observation and the post-observation conference. Comments may be written in the space provided. An explanation of ratings 1 - 5 may be found in the glossary of the document.

1 = Outstanding 2 = Very Good 3 = Satisfactory 4 = Conditional 5 = Unsatisfactory
N/O - Not Observed

A. Management Performance

1. The appraisee will demonstrate the ability to communicate with students

1	2	3	4	5	N/O
☐	☐	☐	☐	☐	☐

* Praises and encourages students' actions
* Accepts and uses students' ideas clarifies, builds, and develops
* Communicates with students in terms they can understand
* Develops students' understanding of the needs of various roles, rules, goals
* Provides experiences which promote the development of critical and independent thinking

COMMENTS

2. The appraisee will demonstrate a knowledge of and rapport with students and control of classroom

1	2	3	4	5	N/O
☐	☐	☐	☐	☐	☐

* Provides recognition for individual student successes
* Acts objectively in dealing with students' aggressive behavior
* Creates an atmosphere of cooperativeness with mutual respect for feelings, rights, abilities of others

COMMENTS

3. The appraisee will display a physical environment which facilitates positive learning

1 2 3 4 5 N/O

COMMENTS

* Arranges furniture and materials in position for effective attainment of lesson objectives
* Displays and uses bulletin boards, charts, pictures, and other visuals to enhance instruction
* Controls and changes physical aspects (heat, light, ventilation, etc.)

B. Instructional Performance

1. The appraisee will demonstrate knowledge of subject matter

1 2 3 4 5 N/O

COMMENTS

* Reveals in instructional settings through objectives that the appraisee knows the content of his/her field
* Identifies and relates subject matter to school curriculum/ instructional program
* Relates the subject matter to students' experiences

2. The appraisee will apply knowledge of materials and techniques in subject field

1 2 3 4 5 N/O

COMMENTS

* Adjusts materials to students' learning ability
* Provides a variety of enriching learning materials
* Utilizes students' help in establishing objectives, clarifying personal group goals and defining problems for study
* Adapts new ideas and techniques

3. The appraisee will demonstrate planning preparation

1 2 3 4 5 N/O

COMMENTS

* Reveals in his/her objectives organized planning to include basic elements, such as: behavioral objectives, instructional activities, summary, evaluation, and assignment or follow-up

* Has materials organized and easily accessible
* Moves smoothly from one activity to another
* Employs flexibility
* Shows and maintains evidence of methods for evaluating students and meeting their needs
* Organizes objectives to provide for continued growth of students

Original - Teacher
Copy - Rating Officer

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TEACHER SEMESTER APPRAISAL FORM C
(To be completed in quadruplicate)

Name of Appraisee:_____ Status:_____
Subject:_____ Grade/Level:_____
School:_____ School Year:_____ Date:_____

This final semester appraisal is based on 1) the degree to which the objectives on Form A were accomplished, 2) the observations completed during the semester (Form B), and 3) professional performance.

1=Outstanding; 2=Very Good; 3=Satisfactory; 4=Conditional; 5=Unsatisfactory

I. Objectives

The degree to which the objectives were accomplished — 1 2 3 4 5

II. Management and Instructional Performance (from Form B)

A. Management Performance

1. The appraisee has demonstrated the ability to communicate with students — 1 2 3 4 5

2. The appraisee has demonstrated knowledge of and rapport with students and control of the classroom — 1 2 3 4 5

3. The appraisee has displayed a physical environment which facilitates positive learning — 1 2 3 4 5

B. Instructional Performance

1. The appraisee has demonstrated knowledge of subject matter — 1 2 3 4 5

2. The appraisee has applied knowledge and skillful use of materials and techniques in the subject field — 1 2 3 4 5

3. The appraisee has demonstrated evidence of planning and preparation — 1 2 3 4 5

III. Professional Performance

The appraisee has performed building responsibilities and demonstrated cooperative work toward educational objectives — 1 2 3 4 5

To determine the final semester appraisal, complete the following steps:

1. Supply the numbers below from the eight categories listed above:
   a. The number of categories marked 1 (outstanding) =
   b. The number of categories marked 2 (very good) =
   c. The number of categories marked 3 (satisfactory) =
   d. The number of categories marked 4 (conditional) =
   e. The number of categories marked 5 (unsatisfactory) =

   Total number of categories = 8

2. Begin with the number of categories marked "unsatisfactory" and read UP⇧ .
3. Read UP⇧ until you come to the first number above zero.
4. Look to the left of this number at the rating category in which that number has fallen.
5. If the first number is TWO OR MORE, the FINAL SEMESTER APPRAISAL is in the SAME RATING CATEGORY.
6. If the first number is ONE, THE FINAL SEMESTER APPRAISAL is in ONE RATING CATEGORY ABOVE THE ONE IN WHICH THE NUMBER HAS FALLEN.

Using this system, the final semester appraisal for this appraisee is:

___Outstanding ___Very Good ___Satisfactory ___Conditional ___Unsatisfactory

_____
Signature of Rating Officer

___ I agree with this final semester appraisal.

___ I disagree with the final semester appraisal.

Appraisee's Comments:

_____
Signature of Appraisee

I/We the undersigned certify that instructional support has been given to the appraisee and the documentation is attached.

_____ _____
Signature Signature

_____ _____ _____
Signature of Reviewing Officer Position Date

Original to Teacher
Copy 1 to Rating Officer
Copy 2 to Reviewing Officer
Copy 3 to Official Personnel File

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

ANNUAL PERFORMANCE RATING

FOR TEACHERS, COUNSELORS, LIBRARIANS, ATTENDANCE OFFICERS, CHILD LABOR INSPECTORS, PUPIL PERSONNEL WORKERS, PSYCHOMETRISTS, HEARING THERAPISTS, SPEECH CORRECTIONISTS, AUDIO-VISUAL COORDINATORS, CURRICULUM DEVELOPMENT SPECIALISTS, READING SPECIALISTS, SCHOOL SOCIAL WORKERS, PSYCHIATRIC SOCIAL WORKERS, SCHOOL PSYCHOLOGISTS, PLACEMENT COUNSELORS, AND JOB COORDINATORS

1. EMPLOYEE'S NAME (LAST, FIRST, MIDDLE INITIAL)	2. SOCIAL SECURITY NUMBER	3. PRESENT POSITION	
4. EMPLOYMENT LOCATION		5. GRADE, SUBJECT OR ASSIGNMENT	6. YEAR ENDING
		7. RATING OFFICER	
8. CHANGE *			

9. STATUS IN PRESENT POSITION

☐ PERMANENT ☐ PROBATIONARY-STANDARD ☐ PROBATIONARY-PROVISIONAL ☐ TEMPORARY

10. **FINAL RATING FOR THE SCHOOL YEAR IS**

☐ OUTSTANDING ** ☐ SATISFACTORY ☐ UNSATISFACTORY **

☐ VERY GOOD ☐ CONDITIONAL **

11. EMPLOYEE'S SIGNATURE ***		12. DATE
13. RATING OFFICER'S SIGNATURE	14. POSITION	15. DATE
16. REVIEWING OFFICER'S SIGNATURE	17. POSITION	18. DATE

* ANY CHANGES OR CORRECTIONS IN ITEMS 1 THROUGH 9 SHOULD BE LISTED IN ITEM 8.

** MUST BE SUPPORTED BY A WRITTEN NARRATIVE.

*** EMPLOYEE'S SIGNATURE INDICATES THAT HE HAS SEEN THE RATING AND NOT NECESSARILY THAT HE AGREES WITH THE RATING.

FORM 524 A — 1. PERSONNEL FILE

FORM 524 A — 2. REVIEWING OFFICER

FORM 524 A — 3. RATING OFFICER

FORM 524 A — 4. EMPLOYEE

A P P E N D I X

Guide to Interpretation of Form A

Samples of Form A

Scoring of Forms B and C

Glossary

GUIDE TO INTERPRETATION OF APPRAISEE PROPOSAL FORM A
For TSA-15 Personnel

1. Description of Class and Physical Facility

This information may include such data as class size, skills profile as related to subject area, survey of needs and interests, reading and mathematics groups and levels, talents and skills of class, handicapping conditions (emotional or physical problems), class weaknesses, and lighting or heating problems, ventilation, and any other pertinent data as necessary.

2. Behavioral Objectives

Specifies a learner's response that is observable and measurable. Behavioral objectives should contain four components: WHO (Who is to exhibit the performance?), WHAT (What observable performance is the learner expected to exhibit or demonstrate?), GIVEN (What materials, directions, or restrictions, are provided for the learner at the time of assessment?), and DEGREE OF ACCURACY (What constitutes an acceptable response or what is the acceptable level of performance?).

The following nine action words should be helpful in writing your behavioral objectives: identifying, distinguishing, constructing, naming, ordering, describing, applying a rule, and demonstrating.

3. Materials/Resources to be Used (List of Materials for Instruction)

Any materials/resources that will help you carry out and attain your objectives. Filmstrips, cassette player, tapes, overhead projector, textbooks, trips, resource persons, etc.

4. Evaluative Procedures and Instruments to be Used

This may include formal and/or informal testing. These may be teacher made, student made, student-teacher made, or standardized systemwide or national evaluative tools. Some examples might be PRT, PMT, or CTBS, and tests constructed by the teacher.

5. Appraisal Unit

The appraisal unit shall consist of the appraisee, the rating officer, and an Instructional Support Person mutually agreed upon by the appraisee and the rating officer. This unit will be formed within the first thirty days of school, and shall remain constant throughout the school year unless agreed upon by the appraisee and the rating officer. The role of the Instructional Support person is to help with instructional support as needed and/or requested by the appraisee and/or rating officer.

S A M P L E S

Form A

ERIC Acc. No.

ERIC REPORT RESUME Processing Form

District of Columbia

Avail Level. I II III

CH SP 013077 PA PDAT Sep78 PUB U.S., D.C. GOV Local X

AUTH

TITL
T.A.P. Teacher Appraisal Process.

INST
xxxxxxxxx
BBB06436
District of Columbia Public Schools, Washington, D.C.
Dept. of Research and Evaluation.

SPON

CONT GR BN

LANG REPNO PUBTYPE R

NOTE

AVAIL

JNL

DESC *Teacher Evaluation; *Vocational Aptitude; *Evaluation Methods; *Classroom Observation Techniques; *Achievement Rating; Teacher Behavior; Class Management; Classroom Environment; Evaluation Criteria; Elementary Secondary Education; Public Schools

IDEN

ABST

Elite (12-pitch) typewriters stop at marks

ERIC CLEARINGHOUSE ON TEACHER EDUCATION

ACCESSIONING FORM

FACILITY SP 013077

CUR SOURCE:_____ DATE SHIPED:____/____/____

AUTHOR:
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

TITLE:
T.A.P. TEACHER APPRAISAL PROCESS.

FUNDING SOURCE: LOCAL EDUC. AGCY.--K-12

DOCUMENT SOURCE <E>

3 <1> ACADEMIC--POSTSECONDARY EDUC. <2> STATE EDUC.AGCY.
<3> LOCAL EDUC. AGCY.--K-12 <4> FED. EDUC. AGCY.
<5> PROF. ORG./ASSOC. <6> COMMERCIAL ORG.
<7> NOT-FOR-PROFIT-ORG <8> FOREIGN
<9> OTHER GOVERNMENTAL <0> NONE

EVALUATION <E>

4 RELEVANCE OF DOCUMENT TO SCOPE <0> SPORTS <1> HEALTH EDUC.
<2> PHYSICAL EDUC. <3> RECREATION
<4> TEACHER EDUC. <5> INSERVICE EDUC.
<6> PRESERVICE EDUC.

1 STYLE/CLARITY <1> ACCEPTABLE <2> UNACCEPTABLE

1 SUBSTANSIVE CONTENT <1> ACCEPTABLE <2> UNACCEPTABLE

06 PUBLICATION DATE <1>PRE-73 <2>1974 <3>1975 <4>1976 <5>1977
<6>1978 <7>1979 <8>1980 <9>1981 <0>1982

DISPOSITION <E>

1 <1> ACCESSION LEVEL I<✓> II< > III< >

<2>TRANSFER TO:_____
<3> REJECT
<4> REFERENCE/KEEP
<5> HOLD--BETTER COPY LETTER SENT:____/____/____

<6> HOLD--COPYRT/REPRO LETTER SENT:____/____/____

COPYRIGHT NEEDED FOR: < >FULL DOCUMENT < >PAGES_____

PROCESSING

TASK	INIT	RETYPE PAGES:_____
DESCRIPTIVE	< >	
ABSTACT/INDEX	< >	NON-REPRODUCTION PAGES:_____
EDITING	< >	
TYPING	< >	
PROOFREAD	< >	

REMARKS:_____

_____

_____

EVALUATED BY:_____ DATE: 10/9/78

REVISED 5/22/78

SP 013077

The methods and instruments used for the appraisal of teachers' performances in the classroom are outlined in this booklet. Four major considerations of this evaluation process are discussed in the introduction: (1) rationale for a process of appraisal; (2) definition of the appraisal process; (3) description of the appraisal process; and (4) utilization of outcomes of appraisal. Samples of forms used in the evaluation of teachers are included. The forms are organized in such a way that the observer/evaluator may consider the characteristics of the students and the physical facility, as well as the behavioral objectives of the teacher, the materials and resources used, and assessment procedures and instruments to be used. A glossary of terms is provided. (JD)

ELEMENTARY SAMPLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [X] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 77-78

Position: Teacher Subject/Grade Level: 5

I. Description of Class and Physical Facility

Enrollment: Boys - 14
Girls - 16
Total - 30

Reading Levels	Students
Gr. 1 Level 3	9
Gr. 2 Level 2[2]	10
Gr. 3 Level 2	10
Gr. 4 Readiness	1

(Comments if any)

Math Level	Students
Gr. 1 Level 1	12
Gr. 2 Devel 2	17
Gr. 3 Level 1	1
Gr. 4	

(Comments if any)
Math groups change according to skill being taught. Abilities in various skills are varied.

Knowledge of any handicapping conditions:
Physical

Condition	Pupil
Leg (Polio)	Monica
Asthmatic	Ronald, Alicia

II. Behavioral Objectives or Instructional Objectives

(Specifies a Learner's response that is observable and measurable.)
(Set by the individual teacher for the class based on pupil's previous achievement levels as well as the maximum achievement level expected under current class circumstances.)

Given the Dolch List (primer - 3rd grade) the students in Group 1 will be able to identify orally the List with 100%, students in Group 2 will be able to identify orally the List with 80% accuracy; and students in Group 3 will be able to identify orally the List with 60% accuracy.

Given 20 2-place addition problems without carrying, the students in Group 1 will be able to demonstrate the solutions with 90% accuracy; Group 2 with 70% accuracy; and Group 3 with 60% accuracy.

III. Materials/Resources to to be used (List of materials for instruction)

Complete Macmillan Reading Series M
Complete Macmillan Mathematics
Filmstrip Projector, Cassette Tapes, Cassette player, Tapes, Movie projector, Overhead projector, Blank tapes, Grease pencils

IV. Assessment procedures and instruments to be used

(These may be teacher made, student made, student-teacher made, or standardized systemwide or national evaluative tools.)

Teacher-made weekly, unit and semester tests
Citywide Tests PRT and PMT
Special Testing for Gr. 3 and Gr. 6-Stand. Test (CTBS Gr. 3)
Weekly Reader Test 3
Math Drills and General Assignments
Listening games; Stories, Poems, and Songs
Specific planned Daily Assignments and Homework
Reporting to Parents (Report Card and Conferences)
Instr. 1. Ginn 360 Basal Text and Supplementary

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

27

28

ELEMENTARY SAMPLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [x] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 1977-78

Position: Teacher Subject/Grade Level: 5

I. Description of Class and Physical Facility	II. Behavioral Objectives	III. Materials/Resources to be used (List of materials for instruction	IV. Assessment procedures and instruments to be used
Physical Condition — Pupil Vision (glasses) — Kevin Wayne Lisa Psychological Being mainstreamed; Slow; Comes from Military Road. Class talents and skills (Small Group Talents-Varies) Good Artists (can show detail) Some Good Study Habits (a) Try Hard (b) Work until assignments are completed (c) Neat Work Self Directed (About ½ of the class) Physical Facility Poor ventilation No science area			Materials, Math Book and Manipulative Materials Tutorial Services, Phonics D and E; Any other available sources, etc.

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

ELEMENTARY SAMPLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [x] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 1977-78

Position: Teacher Subject/Grade Level: 5

I. Description of Class and Physical Facility	II. Behavioral Objectives	III. Materials/Resources to be used (List of materials for instruction)	IV. Assessment procedures and instruments to be used
Class Weaknesses and Needs (Small Group - Varies) Most Math Skills-Need drill and application Poor listening skills Following Directions (About ½ of class) Specific Reading Skills-mainly (a) Phonics (Vowels) (b) Dictionary Skills (c) Comprehension Skills - (Multiple meanings, Predicting Outcomes, Getting Details)			

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

SECONDARY SAMPLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [x] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 1977-78

Position: Teacher Subject/Grade Level: English - Grade 8

I. Description of Class and Physical Facility	II. Behavioral Objectives: 80% or above	III. Materials/Resources to be used (List of materials for instruction	IV. Assessment procedures and instruments to be used
This class is divided into two groups, 9 who can work independently and the remainder who must rely on teacher assistance. In the Individual Group (IG) there are 4 boys and 5 girls. They are conscientious, ambitious, hardworking, and highly motivated students. They enjoy challenge and give their best efforts to all they pursue. They have mastered 90% of the skills tested by level H of the PRT, their greatest weakness being in the area of accent. The remainder of the class, 11 boys and 12 girls, is made up of some ambitious and some lethargic students. During the 7th grade their potential was overrated, and to date they have not lived up to my expectations. They	<u>Teacher Assisted Group</u> Students will be able to list the principal parts of irregular verbs and use them in sentences correctly. Students will practice using analogy and perceiving relationships as given on the DAT. (Differential Aptitudes Test) Students will use designated materials to upgrade PRT skills. Students will be able to label sentences either SV (subject-verb) or SVO (subject-verb-object). <u>Independent Group</u> After completing station "Twas Brilling," the IG will be able to: -identify/label the parts of speech of underlined words in "Jabberwocky" and a literary selection -write sentences using parts of speech in the order designated -write a paragraph using	Learning stations Learning packages Materials that I have gathered and keyed into the PRT Teacher-made materials for practice for DAT Worksheets Games Forms Overhead projector Textbooks	Written/oral exercises Quizzes Role-playing PRT CTBS

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

SECONDARY SCHOOL

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [x] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 1977-78

Position: Teacher Subject/Grade Level: English - Grade 8

I. Description of Class and Physical Facility	II. Behavioral Objectives	III. Materials/Resources to be used (List of materials for instruction)	IV. Assessment procedures and instruments to be used
are, in fact, average students who need a great dal of motivation. However, they do have possibilities if properly motivated and stimulated. I have seen some progress since November and since I've begun to overlook prior assessments of these students. There were many levels of the PRT given to this group: B-2, C-1, E-6, G-6, H-8. Of the 8 who took level H, 5 should not have. The others seem to have been given the correct level. Their areas of greatest weakness include: accent, outlining, silent letters, summarizing, main idea, analogy, critical reading, multiple meaning, sequence, idioms, and predicting outcomes.	each part of speech at least twice Students will be able to construct five different sentences, each patterned after one of the five basic English sentence patterns: SV (subject-verb), SVO (subject-verb-object), SLVN (subject-linking verb-noun), SLVA (subject-linking verb-adjective), SVIOO (subject-verb-indirect object-object).		

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

APPRAISAL SCORING FOR FORMS B AND C

I. SCORING OF OBSERVATION FORM B

The appraisee is appraised from 1 to 5 in each of the three categories under management performance and in each of the three categories under instructional performance. The subcategories should be considered in determining the rating for each category.

1 means Outstanding
2 means Very Good
3 means Satisfactory
4 means Conditional
5 means Unsatisfactory

Form B should be used for only one formal observation. Use another Form B for each additional formal observation. The appraisee will get a copy of the Form B after each formal observation.

II. TRANSFERRING RATINGS FOR EACH CATEGORY ON FORM B TO FORM C

There are a total of six categories which will be rated for each observation. Each of the six categories will be rated from 1 to 5. To determine how these ratings will be transferred to Form C, add up the ratings (1-5) for each of the six categories and consult the chart below for each area. REMEMBER, the number in each square should represent the total number of ratings for all observations in each of the six categories.

Figure A
(Chart to be used for each of six categories)

Rating On Form C	Number of Observations							
	1	2	3	4	5	6	7	8
1	1	2-3	3-4	4-6	5-7	6-9	7-10	8-12
2	2	4-5	5-7	7-10	8-12	10-15	11-17	13-20
3	3	6-7	8-10	11-14	13-17	16-21	18-24	21-28
4	4	8-9	11-13	15-18	18-22	22-27	25-31	29-36
5	5	10	14-15	19-20	23-25	28-30	32-35	37-40

Example:

Appraisee X was observed twice during the first semester. Her ratings for each category under management and instructional performance are indicated below. The rating to be transferred to Form C was found by consulting the chart for TWO OBSERVATIONS.

	Rating From Observation 1		Rating From Observation 2		Total Rating	Rating Transferred to Form C
A. Management Performance						
1. Demonstrated the ability to communicate with students	2	+	1	=	3	1
2. Demonstrated knowledge of and rapport with students and control of classroom..	2	+	3	=	5	2
3. Displayed a physical environment which facilitates positive learning.....	3	+	3	=	6	3
B. Instructional Performance						
1. Demonstrated knowledge of subject matter.....	2	+	2	=	4	2
2. Applied knowledge and skillful use of materials and techniques in subject field.....	1	+	2	=	3	1
3. Demonstrated evidence of planning and preparation..	3	+	3	=	6	3

III. SCORING OF FORM C

Background

1. The final semester appraisal is determined by summarizing the ratings in the eight categories.

2. The final semester appraisal is based on the following system, as illustrated in Figure B:

Figure B

Final Semester Appraisal	CATEGORY RANKINGS				
	1	2	3	4	5
Outstanding	At least seven	≤ 1	0	0	0
Very Good	At least seven	≤ 1	0	0	0
Satisfactory	At least seven		≤ 1	0	0
Conditional	At least seven			≤ 1	0
Unsatisfactory	Six or fewer				≥ 2

a. To receive an "outstanding", none of the categories should be checked "three", "four" or "five", and only one or fewer (≤ 1) categories should be checked "two". At least seven categories should be checked "one".

b. To receive a "very good", there should be no categories checked "four" or "five" and only one or fewer (≤ 1) should be checked "three". At least 7 categories should be checked either "one" or "two".

c. To receive a "satisfactory" there must be no category checked "five" and only one or fewer (≤ 1) should be checked "four". At least 7 categories must be checked "one","two", or "three".

d. To receive a "conditional", only one or fewer (≤ 1) must be checked "five". At least 7 categories must be checked "one","two", "three" or "four".

e. To receive an "unsatisfactory", two or more categories (≥ 2) must be checked "five". Six or fewer categories must be checked either "one", "two", "three", or "four".

3. The <u>easy method of scoring</u>

a. To determine the overall rating, follow the easy method illustrated in the example.
   1. Appraisee X received the following ratings in each of the eight categories:

SAMPLE
(APPRAISEE X)

SEMESTER APPRAISAL FORM C
(to be completed in quadruplicate)

Name of Appraisee:_____ School Year:_____

Subject:_____ Grade/Level:_____

School:_____ Date:_____

This final semester appraisal is based on 1) the degree to which the objectives on Form A were accomplished, 2) the observations completed during the semester (Form B), and 3) professional performance.

1=Outstanding 2=Very Good 3=Satisfactory 4=Conditional 5=Unsatisfactory

I. Objectives

	1	2	3	4	5
The degree to which the objectives were accomplished.....	☐	☒	☐	☐	☐

II. Management and Instructional Performance (from Form B)*

A. Management performance

	1	2	3	4	5
1. The appraisee has demonstrated the ability to communicate with students.....	☒	☐	☐	☐	☐
2. The appraisee has demonstrated knowledge of and rapport with students and control of the classroom..	☐	☒	☐	☐	☐
3. The appraisee has displayed a physical environment which facilitates positive learning.....	☐	☐	☒	☐	☐

B. Instructional performance

	1	2	3	4	5
1. The appraisee has demonstrated knowledge of subject matter.....	☐	☒	☐	☐	☐
2. The appraisee has applied knowledge and skillful use of materials and techniques in the subject field	☒	☐	☐	☐	☐
3. The appraisee has demonstrated evidence of planning and preparation.....	☐	☐	☒	☐	☐

III. Professional performance

	1	2	3	4	5
The appraisee has performed building responsibilities and demonstrated cooperative work toward educational objectives.....	☐	☒	☐	☐	☐

*See Appendix for the way Form B ratings are transferred to Form C.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

	SECOND SEMESTER RATING				
	OUTSTANDING	VERY GOOD	SATISFACTORY	CONDITIONAL	UNSATISFACTORY
FIRST SEMESTER RATING					
OUTSTANDING	OUTSTANDING	VERY GOOD	VERY GOOD	SATISFACTORY	CONDITIONAL
VERY GOOD	OUTSTANDING	VERY GOOD	SATISFACTORY	SATISFACTORY	CONDITIONAL
SATISFACTORY	VERY GOOD	VERY GOOD	SATISFACTORY	CONDITIONAL	CONDITIONAL
CONDITIONAL	SATISFACTORY	SATISFACTORY	SATISFACTORY	CONDITIONAL	UNSATISFACTORY
UNSATISFACTORY	SATISFACTORY	SATISFACTORY	CONDITIONAL	CONDITIONAL	UNSATISFACTORY

HOW THE FIRST SEMESTER AND SECOND SEMESTER RATINGS ARE CONVERTED INTO THE TEACHER'S ANNUAL PERFORMANCE RATING (524A)

Each teacher will receive a first semester rating and a second semester rating as described earlier. Each teacher will also receive an annual performance rating (Form 524A). This annual performance rating will be entirely based on the two semester ratings.

A teacher whose second semester rating is one above the first semester rating will receive an annual performance rating the same as the second semester to reflect the improvement. For example, a first semester rating of satisfactory and a second semester rating of very good would yield an annual performance rating of very good.

The matrix above gives a complete rundown of what the annual performance rating would be for each possible ordering of the first semester and second semester ratings. The first semester ratings are listed vertically and the second semester ratings are listed horizontally. The resulting annual performance rating is found from the intersection of the first and second semester ratings. The order is very important.

GLOSSARY

GLOSSARY

Appraisal:	Method used to determine extent to which the appraisee is implementing and realizing (his/her) behavioral objectives. The process is continuous and gives appropriate consideration to the elements that constitute the teaching process, noting the individual's strengths and weaknesses.
Appraisal Conference:	Formal meeting requested by the appraisee or rating officer upon the receipt of the appraisal.
Appraisal Unit:	The appraisal unit shall consist of the appraisee, the rating officer, and the instructional support person mutually agreed upon by the appraisee and the rating officer. The sole responsibility for the end-of-semester rating shall rest with the rating officer. An administrative designee may be assigned to conduct formal observations and make recommendations. The rating officer is a member of the appraisal unit and may also make formal observations.
Appraisee:	Person whose performance is being observed and rated.
Appraiser(s):	Person(s) making the formal observation.
Behavioral Objective(s):	Specifies a learner's response that is observable and measurable. Behavioral objectives should contain four components: WHO (Who is to exhibit the performance), WHAT (What observable performance is the learner expected to exhibit or demonstrate?), GIVEN (What materials, directions, or restrictions, are provided for the learner at the time of assessment?), and DEGREE OF ACCURACY (What constitutes an acceptable response or what is the acceptable level of performance?).
Classroom:	Considered the work place or the learning environment.
Conference:	A meeting that is scheduled by either the appraisee or the rating officer. This meeting may include the development or review of objectives, plans of action, methods of appraisal, and other related statements developed by either the appraisee or rating officer.

Forms: Instruments used in the Appraisal Process

- Form A - Appraisee Proposal (3 copies)
- Form B - Formal Observation Guide (2 copies)
- Form C - Semester Rating Sheet (4 copies)

Observation: Observation of an individual's performance for the purposes of improving the educational process. It is continuous and on-going and may be formal or informal. A formal observation requires a written communication (as in Form B) and may include a conference between appraisee and administrator.

Rating Definitions:

Outstanding — To receive Outstanding or 1 (in a particular appraisal category) the appraisee must have consistently demonstrated in an exemplary manner the characteristics and qualities associated with that particular appraisal category; the appraisee must have exemplified those characteristics and qualities so consistently and so well that the rating officer may refer other teachers and supervisors to that teacher's classroom/workplace to see an example of how that particular appraisal category may be operationalized in a teaching learning situation.

Very Good — To receive Very Good or 2 in a particular appraisal category, the appraisee must have consistently demonstrated in a highly, competent manner, the characteristics and qualities associated with that particular appraisal category; the appraisee who receives a 2 in a particular appraisal category is considered to be performing on a level which exceeds the requirements (subcategories) as defined.

Satisfactory — To receive a Satisfactory or 3 in a particular appraisal category, the appraisee must have regularly and competently demonstrated the requirements (subcategories) of that particular category; the appraisee who achieves a 3 in a particular appraisal category shall be considered competent and able and shall be considered as having discharged the requirements (subcategories) of that particular category; the appraisee must have performed the duties and responsibilities as established by Board Policy, Administrative Directives and the Board/Union Contract.

Rating Definitions -
Continued

Conditional	To receive a Conditional or 4 in a particular appraisal category, the appraisee must have demonstrated a weakness in the characteristics and qualities necessary to implement the requirements (subcategories) of that particular appraisal category; (upon receiving a 4 in any particular appraisal category (items 2-7) the appraisal team must observe the appraisee and formulate a plan for improvement; the appraisee must be given all possible support in order to improve in that particular appraisal category.)
Unsatisfactory	To receive an Unsatisfactory or 5 in a particular appraisal category, the appraisee must have failed to demonstrate the characteristics and qualities necessary to implement the requirements (subcategories) of that particular appraisal category (upon receiving a 5 in any particular appraisal category (items 2-7) the appraisal team must observe the appraisee and formulate a plan for improvement; the appraisee must be given all possible support in order to improve in that particular appraisal category.)
Rating Officer:	The rating officer shall be the individual who normally makes duty assignments and reviews the work of the employee. For school-based TSA-15 personnel this will be the principal unless otherwise designated by the regional superintendent. Inter-region itinerant TSA-15 personnel will be rated co-jointly or as otherwise indicated by rating officers in and among the regions served by the itinerant. Intra-regional itinerant TSA-15 personnel will be rated by the approved rating authority within the region. If it is not clear who the rater shall be, an inquiry should be made to the regional superintendent in charge of the activity. In rating, it is mandatory for the rating officer to consult with others who are familiar with the rated person's performance. The principal, or other rating officer, shall be responsible for assigning the rating and for administering the various processes involved in the rating procedure.
Teacher:	Personnel as listed in the Agreement between the Board of Education and the Washington Teachers' Union.